



Academic Program and Course Description for the Department of Geography

2026-2025

University Name:Diyala

Faculty/Institute:College of Basic Education

Scientific Department: Geography

Academic or Professional Program Name: Bachelor of Basic Education/Geography

Final Certificate Name: Bachelor of Basic Education/Geography

Academic System: quarterly

Description Preparation Date: 2025/10/1

File Completion Date: 2025/12/15

Signature:



Head of Department Name:Dr.Ammar H.M.

Date:2025/12/15

Signature:



Scientific Associate Name:Dr.Haidar A.A.

Date:2025/12/15

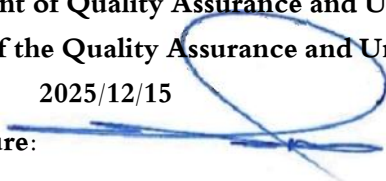
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:Dr.Widyan H.H.

Date: 2025/12/15

Signature:



Approval of the Dean

Dr.Aymin A.N.

FOURTH STAGE

Course Description Form

1. Course Name:	
Geography of Iraq	
2. Course Code:	
Geob07ng112	
3. Semester / Year:	
First	
4. Description Preparation Date:	
1/10/2025	
5. Available Attendance Forms:	
Mandatory in-person attendance	
6. Number of Credit Hours(Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Dr. omer A. F.	
8. Course Objectives	
Course Objectives	A. Cognitive Objectives A1. To enable the student to acquire knowledge and understanding of the general framework of geography. A2. To enable the student to acquire knowledge and understanding of field research. A3. To enable the student to acquire knowledge and understanding of maps and how to use them. A4. To enable the student to acquire knowledge and understanding of geographical schools of thought. A5. To enable the student to acquire knowledge and understanding of geography teaching methods. A6. To enable the student to acquire knowledge and understanding of the philosophy of geography. B. Course-Specific Skills Objectives ...A6. B1– To enable the student to understand geographical phenomena in terms of their geological formation and history.

B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements.

B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies.

– Affective Objectives:

C1– To explain geographical phenomena scientifically in terms of their geological formation.

C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena.

C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps.

C4– To distinguish natural phenomena using colors on the map.

9. Teaching and Learning Strategies

Strategy

The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
2	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	
3	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture	The Importance of Studying Earth's Time History, Geological Eras	
4	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	
5	2	All the vocabulary studied in previous weeks	Lecture	All the vocabulary studied in previous weeks	
6	2		Lecture		
7	2	Earth's Rotation, its Structure and Geographical Significance	Lecture	Earth's Rotation, its Structure and Geographical Significance	
8	2		Lecture		
9	2	Earth's Layers, the Earth's	Lecture	Earth's Layers, the	

		Crust, the Mantle and the Core		Earth's Crust, the Mantle and the Core	
10	2	Formation of the Continents and Oceans	Lecture	Formation of the Continents and Oceans	
11	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
12	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture		
13	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture		
14	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture		
15	2	All the vocabulary studied in previous weeks	Lecture		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports

Grade Distribution

Monthly Exams + Daily Written and Oral Exams + Reports + Attendance + Conduct 40

Final Exam 60

Final Grade 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook that covers all the required vocabulary.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Muhammad Sabri Mahsoub, Physical Geography: Foundations and Modern Concepts, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo, Egypt, 1996.
Electronic References, Websites	National Geographic Education: https://education.nationalgeographic.org Royal Geographical Society (RGS): https://www.rgs.org/ Geography Education https://www.geographyeducation.org

Course Description

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/ Arabic languageUniv4115
• Available forms of attendance	mandatory
• Year / Semester	Fourth / Seventh
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• will be able to By the end of the academic year, the student : Course objectives	
1. Learn Arabic grammar rules in Grammar(Dependent Words): , Adjective Indeclinable Noun , Conjunction , Emphasis , Apposition	
• 2. Learn Literature(Modern Arabic Literature): The literary renaissance in poetic schools with a sample poet and their life for each , modern Arabic literature prose in modern Arabic literature , school	

Course outcomes, teaching and learning methods, and assessment

Cognitive objectives - A

Knowledge and Understanding - A

grammar of Enabling students to acquire knowledge and understanding -A1

(dependents): adjective, substitute, emphasis, conjunction, indeclinable noun)

Literature (modern Enabling students to acquire knowledge and understanding in -A2

Arabic literature): the literary renaissance in modern Arabic literature, the poetic

schools with a model of a poet and his life for each school, prose in modern Arabic literature
Objectives - B Marathi Specific to the course. skills in literatureS -B1 related to grammar topics Skills -B2 related to modern Arabic prose Skills -B3
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -2 Lecture method -3 Learning method-Self -4
Assessment methods
1. Daily tests with specific questions Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3 material Monthly tests with objective and essay questions -4
based objectives-Affective and value - C applications To understand the importance of studying the subject and its life -A1 prose He understands the spiritual meaning of poetry and -A2
and learning methods Teaching
1- Explanation and clarification How to display the form -2 Learning method-Self -3
Assessment methods
1- Theoretical tests. Reports and studies -2

other skills related to employability and personal) General and transferable skills - D
(development).

terminology Skills in using references and –D1

in collecting and analyzing data on the subject **Skills** –D2

in interpreting theorems **Skills** –D3

making skills– **Comparison** –D4

in developing specific concepts about the topic **Skills** D5

Course structure						
Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method	tion
1	2	Learn adjectives	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
2	2	Learn the substitution	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
3	2	Learn emphasis— verbal and semantic	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
4	2	Learn compassion	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
5	2	Learn about - apposition conjunction	/ Grammar Dependent Elements	Lecture	Formative assessment	
6	2	The indeclinable	/ Grammar Dependent Elements	Lecture	Formative assessment	
7	2	First month exam: Various tests and solutions exercises Related to the topic				
8	2	•Literary	Literature/	Lecture	Formative	

		Renaissance in Modern Arabic Literature	Modern Arabic Literature		assessment
9	2	: Poetic Schools The Revival The - School Emigrant School The Diwan - Group	/ Literature Modern Arabic Literature	Lecture	Formative assessment
10	2	•Poetic schools –Apollo School Free Verse School •	/ Literature Modern Arabic Literature	Lecture	Formative assessment
11	2	• Examples from life of one the poet for each school, and ten lines of his .poetry	/ Literature Modern Arabic Literature	Lecture	Formative assessment
12	2	Examples from the life of one poet for each school, and ten .lines of his poetry	/ Literature Modern Arabic Literature	Lecture	Formative assessment
13	2	Prose in Literature Modern Arabic: The Short Story and the Novel	/ Literature Modern Arabic Literature	Lecture	Formative assessment
14	2	Prose in Modern –Arabic Literature: The Play–The Essay	/ Literature Modern Arabic Literature	Show model	Formative assessment

15	2	Second month exam: objective tests
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Infrastructure	
1. Required textbooks	nothing
2. (sources) Main references	●–Nada wa Ball al–Explanation of Qatr al Sada, by Ibn Hisham. • Comprehensive Grammar, Abbas .Hassan
a) Recommended books and references: scientific journals reports , (....,	●The writings of the ancient grammarians. ●Ghalayini , compiler of –Mustafa Al . Arabic lessons • Journal of the Iraqi Scientific .Academy
, b) Electronic references ... websites	● Arab blog–The website of the Lisan al . ●The Comprehensive Library ●The Scientific Council website • .Faseeh Network–Al

Course Description

• Educational institution	university College of Basic Education / Diyala
• Scientific Department / Center	Geography Department / Educational Materials
• Course Name/Code	/ Curricula and textbooks Coll 4214
• Available forms of attendance	mandatory
• Semester/Year	Fourth / Seventh
• Total number of study hours	hours 30
• Date this description was prepared	2025/12/15
• Course objectives: By the end of the academic year, the student will be able to	
	• Definition of curricula
	• Lists the characteristics of the curricula
	• It shows the importance of curricula
	• .It explains the foundations of curriculum development
	• Analyzes the elements of the school curriculum
	• .It compares different types of curricula
	• The curriculum
	• It explains the reasons for developing curricula and their models
	• The textbook is known in terms of its concept
	• f the textbook Lists the most important points o
	• The textbook
• Course outcomes, teaching and learning methods, and assessment	

Cognitive objectives –A

Enabling students to acquire knowledge and understanding of the curricula, –A2
importance their characteristics, and their

Enabling students to acquire knowledge and understanding of the –A3
development foundations of curriculum

Enabling students to acquire knowledge and understanding of the elements –A4
curriculum of the school

Understanding of different Enabling students to acquire knowledge and u –A5
curricula types of

Enabling students to acquire knowledge and understanding in the field of –A6
evaluation curriculum

Enabling students to acquire knowledge and understanding of curriculum –A7
reasons development, its models and

textbook Enabling students to acquire knowledge and understanding of the –8A

Objectives –B Marathi Specific to the course.

Compares the old concept and the modern concept of curricula - B1

. It shows the foundations for curriculum development - B2

components Analyze the school curriculum into its –B3

. curricula Collects information about the types of school –B4

. evaluating school curricula for Explains the reasons –B5

. curricula and its models of It shows the development –B6

. textbook the He writes a research paper about –B7

Teaching and learning methods

1. Providing students with the fundamentals and topics related to the curriculum

. Clarifying and explaining the subject matter -2

visit the library and consult school curriculum Students should be asked to .3
.resources

Improving students' skills by visiting websites to gain additional knowledge of .4
.school curricula

Using methods of lecturing, questioning, and discussion in some topics that -5
. d of discussionrequire the metho

Assessment methods

1. Daily tests with specific questions
- . Assigning grades for homework and class participation -2
- . Assigning students the task of completing research papers and reports -3
- . Monthly tests with objective and essay questions -4

based objectives–Affective and value –C

He understands the importance of curriculum theories –A1

It gives importance to the textbook –Q2

Linking curriculum activities to the environment –Q3

.activities Evaluates –Q4

Teaching and learning methods

- .Using the presentation method
- .Drawing diagrams and illustrations
- .Brainstorming method

Assessment methods

The analytical exam to measure the student's ability to think, analyze, and –
deduce

Requesting comparisons between curricula in Iraq and in developed countries –

Writing research papers on phenomena and problems related to curricula

. Daily tests with questions that require intellectual and deductive reasoning –

**e skills (other skills related to employability and General and transferabl –D
personal development).**

.Skills in using references and terminology –D1

.Skills in collecting and analyzing data on the subject –D2

.Skills in utilizing available resources –D3

.comparisons about the topic Skills in making –D4

.D5 Skills in developing specific concepts about the subject

• Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Understanding the concept of curricula, characteristics, their and their importance	Curricula	Discussion and questioning	Formative assessment
2	2	Understanding the) philosophical basis (intellectual	Curriculum Foundations	Discussion and questioning	Formative assessment
3	2	Understanding the (social) cultural basis	Curriculum Foundations	Discussion and questioning	Formative assessment
4	2	Understanding the) psychological (developmental basis	Curriculum Foundations	Discussion and questioning	Formative assessment
5	2	Understands educational content , objectives analysis	Elements of the school curriculum	Discussion and questioning	Formative assessment
6	2	Test of the month Article First questions			
7	2	Getting acquainted with the curriculum of the study materials	of curricula Types	Discussion and questioning	Formative assessment
8	2	Understanding the activity methodology	Types of curricula	Discussion and questioning	Formative assessment
9	2	Understanding the core curriculum	Types of curricula	Discussion and questioning	Formative assessment
10	2	Understanding the concept of curriculum	Curriculum Evaluation	Discussion and questioning	Formative assessment

		evaluation, its objectives, standards, methods, and steps			
11	2	Understanding curriculum development and its motivations	Curriculum development	Discussion and questioning	Formative assessment
12	2	Understanding the principles of curriculum development and basic models for its development	Curriculum development	Discussion and questioning	Formative assessment
13	2	Understanding the concept of the textbook and its importance	textbook	Discussion and questioning	Formative assessment
14	2	Getting acquainted with the printed and textbook electronic	textbook	Discussion and questioning	Formative assessment
15	2	month test essay questions Second			

• **Infrastructure**

1. Required textbooks	nothing
2. (Main references (sources	Methodology and Book Analysis, Awad Tamimi, 2009–Jassim Muhammad Al Awad Jassim Muhammad , The textbook 1980 , Tamimi–Al
a) Recommended books and references: scientific journals, reports (....,	Awad , Methodology and Book Analysis 2009 , Tamimi–Jassim Muhammad Al Awad Jassim Muhammad , The textbook

	1980 , Tamimi-Al
b) Electronic references, ...websites	quality lectures and web hosting-High

Course Description

• Educational institution	College of Basic Education
• Scientific Department / Center	Geography Department / Educational Materials
• Code / Name	/ Educational Administration Coll 4215
• Available forms of attendance	mandatory
• Year / Semester	the chapter Seventh/ Fourth Year
• of study Total number hours	30
• Date this description was prepared	1/10/2025
• Course objectives: To ensure the student is familiar with the following concepts	
1. Concept educational administration, school ,Administration and its development .administration	
2. .To become familiar with the most important management theories	
3. .Identifying the most important functions of management	

4. theories	The concept of leadership, its development and its most important
5. Getting acquainted with educational supervision and educational supervision methods	
6- Evaluation in educational supervision (evaluation of the principal, evaluation of the	

• Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

- the concept of management, educational The student should know -A1
 . management, and school management
 the most important management theories, The student should know -A2
 . functions and patterns
 the concept of leadership, educational leadership, The student should know -A3
 . and its most important theories
 ,The student should know about educational supervision, its development -A4
 .the most important methods of educational supervision dan
) The student should know about educational evaluation and its importance -A5
 .(the students , the teacher , principal the

B- Objectives Marathi The course aims to equip students with skills related to the following concepts.

- . Educational Administration - B1
- . Educational Leadership - B2
- . Educational supervision - B3
- . Evaluation Educational -B4

Teaching methods and learning

At the beginning of the semester, students are informed of the course syllabus and periodicals , related books) information sources, and the syllabus is , (dissertations along with the assessment methods that , distributed over the weeks of the semester as follows , will be followed:

Prepare the lectures according to the sequence mentioned in the course syllabus .1

- . by using the aforementioned information sources
- . Informing students about the topic of the next lecture in order to prepare them .2
- udents are asked to submit papers relating to one or more of the topics under St .3
- . study

Assessment methods

1. Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam should consider the with the assessment grade , (exploring , applying , remembering) mental levels of the total achievement, taking into account the student's %40 accounting for attendance and the extent of their daily participation.
- of the achievement, is %60 semester exam, which accounts for-of-The end .2
- scheduled according to the Ministry's timetable. When setting the questions, the application , recall) comprehensiveness of the course content and the mental levels .are taken into consideration (exploration ,

- C- That the student be able to : Based Objectives–alueAffective and V
- . leader Defining the most important skills of a successful educational –A1
 - . Defining the most important skills of a successful manager - 2 Part
 - . p and managementsuccessful educational leadershi of Defining the type –Q3
 - . supervision Identifying the best methods of evaluation in educational –C4

Teaching and learning methods

The direct instruction method is usually used, where skills are taught directly and .management examples for the basic education stages explicitly, reinforced with

Assessment methods

It is implicitly included in the course evaluation processes that take place during . and at the end of the semester

Skills - D General and Rehabilitational other skills related to) Transferable employability and personal development).

most important management the Employing the acquired skills in teaching –D1
 . skills to students

Choosing examples or models of management and presenting their –2

. advantages and disadvantages

. students have acquired assessment skills which Evaluating the extent to –D3

most important skills that students the Constructing special tests to identify –D4

. have acquired through the course

• Course structure

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	concept Administration, Educational Administration, School Administration With examples	concept Administration, Educational Administration, School Administration With examples	Discussion and questionin g	Formative assessment
2		Management theories educational	Theories of Educational Management	Discussion and questionin g	Formative assessment
3		Educational Administration Jobs	Educational Administration Jobs	Discussion and questionin g	Formative assessment
4		Educational management styles	Educational management styles	Discussion and questionin g	Formative assessment

5		Leadership: its concept and evolution	Leadership: its concept and evolution	Discussion and questionin g	Formative assessment
6		Monthly test	Monthly test	-	Formative assessment
7		Key leadership theories	Key leadership theories	Discussion and questionin g	Formative assessment
8		Some models of leadership behavior, their concept, and their types	Some models of leadership behavior, their concept, and their types	Discussion and questionin g	Formative assessment
9		Educational supervision and its development	Educational supervision and its development	Discussion and questionin g	Formative assessment
10		Types and methods of educational supervision	Types and methods of educational supervision	Discussion and questionin g	Formative assessment
11		Monthly test	Monthly test	-	Formative assessment
12		Evaluation in	Evaluation in	Discussion	Formative

		educational supervision	educational supervision	and questionin g	assessment
13		Evaluation of the principal, teacher, and students	Evaluation of the principal, teacher, and students	Discussion and questionin g	Formative assessment
14		Final review			
15		Final exam	Final exam	Discussion and questionin g	Formative assessment

• Infrastructure

1. Required textbooks	Nothing
2. (Main references (sources	•Educational administration: its concept, theories, and methods Dr. Salah Abdel Hamid Mustafa, Dr. Najat Nabih–Al Abdullah
a) Recommended books and references (scientific journals, (reports (....,	Utilize periodicals and resources relevant to the .course
b) Electronic references, ...websites	Utilizing the international information network information as a source of known

Course Description

1. Educational institution	College of Basic Education
2. Department / Scientific Center	Geography
3. Course Name/Code	/ Political GeographyGeo4332
4. Available forms of attendance	mandatory
5. Semester/Year	Seventh/Fourth
6. number of study hours Total	30
7. Date this description was prepared	2025/12/15

8. :To ensure the student is familiar with the following concepts : Course objectives
the concept of political geography Understanding -1
the components of state formation Training students to distinguish between -2 factors of state formation, the concept of the state, classification of states in) (terms of their power capabilities
Theories of state Training students to use the acquired information about -3 in other geographical studies power
To increase students' scientific and cultural knowledge by encouraging them to -4 Political . borders memorize and apply information related to

10.methods, and assessment outcomes , teaching and learning Course

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the general -1
.framework of geography
and understanding of the general Enabling students to acquire knowledge -A2
framework of geopolitics
and understanding of the subject of Enabling students to gain knowledge -A3
political geography

Students should develop .the course specific to based objectives -The skills -B
skills in the following concepts
and studies in the field of Writes a research paper, and writes research -B1
political boundaries
It preserves the types of political boundaries, their characteristics, and the -B2
.processes that form them
Students learn to distinguish between types of political borders -B3

learning and Teaching methods

At the beginning of the semester, students are informed of the course syllabus
University theses) and .(and information sources (related books, periodicals, etc
the distribution of topics across the weeks of the semester, and the assessment
:ods that will be followed, as followsmeth

Prepare the lectures according to the sequence mentioned in the course .1
 .syllabus by using the aforementioned information sources
 .Informing students about the topic of the next lecture in order to prepare them .2
 Students are asked to submit papers relating to one or more of the topics under .3
 .study

Assessment methods

Conduct two semester exams, the first after the fifth week of the semester and .1
 will consider the the second after the eleventh week of the semester. Each exam
 mental levels (remembering, understanding, applying, analyzing, synthesizing,
 and evaluating), with the assessment grade accounting for 40% of the total
 achievement. The student's attendance and daily participation will be taken into
 ideration. The assessment grade may be 0% if students do not attend lectures cons
 .at all
 semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2
 according to the Ministry's timetable. The questions must cover the entirety of
 content and the mental levels (remembering, understanding, applying, the course
 .(analyzing, synthesizing, and evaluating

based objectives: that the student be able to-Affective and value -C
 for ,Political geography .scholars appreciate the efforts of the The students -1
 .the purpose of facilitating its study
 discuss political problems between countries Students -2
 - 3 Political theories and laws between express their opinion The students
 countries

Teaching and learning methods

presentation Lecture or -1
 Interrogation -2
 Discussion -3

Assessment methods

It is implicitly included in the course evaluation processes that take place during
 .and at the end of the semester

- 1 Using assessment through objective tests
- 2 in the geography laboratory (field simulations) Using practical tests

other skills related to employability and) General and transferable skills -D
 .(personal development
 Enabling students to write a research paper on political geography -1
 o analyze the factors and processes that Developing students' ability t -2
 influence the formation of political relations

Enabling students to use maps, graphs, and diagrams in analyzing -3
geopolitical topics

11.Course structure

Week	Hours	The required learning are to enable outcomes students to know and understand the definition	Unit/Topic Name	Teaching method	Evaluation Method
1	2	The concept of political geography	The concept of political geography	Lecture	Class participation and daily quiz
2	2	The foundations of state factors in) formation state formation, the (concept of the state	The foundations of state formation (factors in state formation, the (concept of the state	Lecture and questionin g	Class participation and daily quiz
3	2	Ranking of countries according to their potential power	Ranking of countries according to their potential power	Lecture and discussion	Class participation and daily quiz
4	2	The foundations of state power and their impact on its political weight (natural resources)	The foundations of power and their state impact on its political weight (natural (resources	Lecture	Class participation and daily quiz
5	2	Human resources, economic resources	Human resources, economic resources	Presentati on and discussion	Class participation and daily quiz
6	2	First month exam	First month exam		
7	2	) Politics border Political border (concept Political) border Types , (	) Politics border border (concept border Types , Political (Political)	Presentati on and questionin g	Class participation and daily quiz
8	2	Theories of State Power: An	Theories of State Power: An	Presentati on and discussion	Class participation and

		Introduction Mackinder's Theory –1	Introduction Mackinder's Theory –1		daily quiz
9	2	Mahan's theory	Mahan's theory	Presentati on and discussion	Class participa tion and daily quiz
10	2	Seversky's theory	Seversky's theory	Presentati on and questionin g	Class participa tion and daily quiz
11	2	Modern theories	Modern theories	Presentati on and questionin g	Class participa tion and daily quiz
12	2	Second month exam	Second month exam		
13	2	) Applied problems Political (Problems contemporary Palestinian The case –1	) Applied problems Political (Problems contemporary The case –1 Palestinian	Presentati on and questionin g	Class participa tion and daily quiz
14	2	Discrimination problem racist	Discrimination problem racist	Presentati on and questionin g	Class participa tion and daily quiz
15	2	Discussion of reports	Discussion of reports	Presentati on and questionin g	Class participa tion and daily quiz

12.Infrastructure

Required textbooks .1

	(Main references (sources .2
	a) Recommended books and scientific journals,) references (.reports, etc
Wikipedia) The free encyclopedia, the official website of the Iraqi Geological Survey	b) Electronic references, ...websites

Course Description

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	/ Urban GeographyGeo4333
12. Available forms of attendance	mandatory
13. Semester/Year	Seventh/Fourth
14. number of study Total hours	30
15. Date this description was prepared	2025/12/15
16. :By the end of the semester, the student will be able to : Course Objectives	
Understanding the concept of urban geography –1	
Training students to differentiate between types of cities, as well as between –2	

rural and urban areas
To accustom students to using the information acquired from the subject of –3 urban geography in other geographical studies
cientific and cultural wealth by encouraging them to To increase students' s –4 apply some information related to urban geography in their urban environments

13. Course outcomes, teaching and learning methods, and assessment

1– Cognitive objectives

- Enabling students to gain knowledge and theoretical of the city understanding

Enabling students to acquire knowledge and theoretical – of urban structure understanding

To enable students to gain knowledge and theoretical – ionsof city classificat understanding

Enabling students to acquire theoretical knowledge and – Urban morphology understanding

To enable students to acquire knowledge and theoretical – of the comparison between the city and its understanding region

**Students will develop the : specific skills objectives –B. Course
following skills**

- Practical application to a city usingGIS maps**

Teaching and learning methods

At the beginning of the semester, students are informed of the course syllabus and information sources (related books, dissertations), and the syllabus is distributed across ,periodicals the weeks of the semester, along with the assessment methods :that will be followed, as follows

**Prepare the lectures according to the sequence mentioned in .1
ioned information the course syllabus by using the aforement
.sources**

**Informing students about the topic of the next lecture in order .2
.to prepare them**

**Students are asked to submit papers relating to one or more .3
.of the topics under study**

Assessment methods

**the first after the fifth week of ,Conduct two semester exams .1
the semester and the second after the eleventh week of the
semester. Each exam should consider the mental levels
remembering, understanding, applying, analyzing, synthesizing,)
counting for 40% of and evaluating), with the evaluation grade ac
the total achievement, taking into account the student's
.attendance and the extent of their daily participation
semester exam, which accounts for 60% of the –of–The end .2**

grade, is scheduled according to the Ministry's timetable. The questions must cover the entirety of the course content and the cognitive levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating)

: Affective objectives: The student should be able to –C
in classifying cities in order He appreciates the efforts of experts
to facilitate their study

- He praises the role of scientists in developing city classification
- His opinion on the city he lives in is shown in the classification

Teaching and learning methods

traditional such as lectures, and some Various methods, some modern such as workshops, discussion panels, and the use of geographic technologies in gaining understanding and learning

Assessment methods

It is implicitly included in the course evaluation processes that place during and at the end of the semester take

- Using objective assessment through objective tests
-) Using laboratory testsGIS geography lab)

General and transferable skills (other skills related to –D

.(employability and personal development

- available sources and references Uses
- The internet is used

14.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Understanding the importance of urban geography	The geographical importance of cities	Thematic lecture	Formative assessment
2	2	Identifying the objectives of studying urban geography	Objectives of studying urban geography	Thematic lecture	Formative assessment
3	2	Identifying the site and its types	Location and types	discussion	Formative assessment
4	2	Understanding the internal structure of the city	The internal structure of the city	Learning teams	Formative assessment
5	2	First month exam	First month exam	Various objective questions	Formative assessment
6	2	Identifying the theories that explain the internal structure of the city	Theories that explained the internal structure of the city	panel discussion	Formative assessment

7	2	Understanding city classifications	City classification	a lecture	Formative assessment
8	2	the Understanding morphology of the city	City morphology	Discussion and questioning	Formative assessment
9	2	Applications on Iraqi cities	Applications on Iraqi cities	laboratory	Formative assessment
10	2	Applications on Arab cities	Applications on Arab cities	laboratory	Formative assessment
11	2	Second month exam	Second month exam		Formative assessment
12	2	The relationship between the city and its region	The relationship between the city and its region	laboratory	Formative assessment
13	2	Applications usingGIS	Applications usingGIS	laboratory	Formative assessment
14	2	Discussion of reports	Discussion of reports		Formative assessment
15	2	Discussion of reports	Discussion of reports		Formative assessment

15.Infrastructure

textbooks Required .1

Hiti -Geography of Cities / Dr. Sabri Faris Al and Dr. Saleh Faleh Hassan	(Main references (sources .2
Geography of Cities / Dr. Gamal Hamdan	a) Recommended books and scientific journals,) references (.reports, etc
Website of the Center for Urban and Regional (Planning, and the free encyclopedia (Wikipedia	,b) Electronic references ...websites

17. Educational institution	College of Basic Education
18. Department / Scientific Center	Geography
19. Course Name/Code	4 / Geographical ThoughtGeo433
20. Available forms of attendance	mandatory
21. Semester/Year	Seventh/Fourth
22. number of study Total hours	hours 30

23. Date this description was prepared	2025/12/15
24. Course Objectives	
1- Students' knowledge of geographical thought	
2- geographical thought of ancient civilizations Students' knowledge of the	
3- Students' knowledge of old and modern geographical schools	

16.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A theoretical knowledge of Enabling the student to acquire -A1 geographical thought and its schools of Enabling the student to acquire knowledge and understanding -A2 the classification of geographical schools of thought and their pioneers of Enabling the student to acquire knowledge and understanding -A3 the most important sources and references for geographical thought of Enabling the student to acquire knowledge and understanding -A4 the field study wledge and Enabling the student to acquire the kno -A5 to analyze and interpret ancient geographical understanding discoveries Enabling the student to gain knowledge and understanding about -A6 the development of the science of geography
.the course specific to based objectives -The skills -B Special skills in distinguishing between geographical schools of – B1 thought Special skills in analyzing and interpreting the components of –B2 geographical thought Special skills in how to study the geographical thought –B3

the old schools methodology specific to each of
Teaching and learning methods
1- lecturing or giving a presentation 2- (Practical demonstration (using the geography lab 3- Students are encouraged to visit the library and consult the resources for studying geographical thought 4- Field study
Assessment methods
1- Daily tests with specific questions 2- Assigning grades for homework and class participation 3- Monthly tests with objective and essay questions
based objectives-Affective and value -C geographical To explain and analyze the research method in -A1 thought To differentiate between ancient civilizations and what they -Q2 .have achieved Some famous geographical researchers in the field of -Q3 geographical thought evaluate Explains the geographical phenomena discovered by scientists -Q4 through travel literature
Teaching and learning methods
1- solving method-Problem 2- brainstorming 3- Simulation method
Assessment methods
1- Written tests to measure the student's ability to think, analyze, and deduce 2- countries that incorporate Writing research papers about some geographical thought and are diverse 3- Daily exams with questions that require critical thinking and deduction
other skills related to employability) General and transferable skills -D .(and personal development contemporary sources and references Uses -D1 Forming a group of students to study one of the ancient -D2 civilizations and what it achieved

Utilizing state institutions related to maps to increase and -D3
diversify students' knowledge
nters and libraries that contain Utilizing documentation ce -D4
manuscripts and historical material that confirm and document the
achievements of those civilizations

17.Course structure

Week	Hours	Required learning To : outcomes enable students to know and understand	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Geographical thought in ancient civilizations	Geographical thought in ancient civilizations	Lecture	structural
2	2	Geographical thought in ancient Egyptian civilization	Geographical thought in ancient Egyptian civilization	Lecture	structural
3	2	Geographical thought in ancient Iraqi civilization	Geographical thought in ancient Iraqi civilization	Lecture	structural
4	2	Geographical thought in ancient Roman civilization	Geographical thought in ancient Roman civilization	Lecture	structural
5	2	Geographical thought in ancient Chinese civilization	Geographical thought in ancient Chinese civilization	Lecture	structural
6	2	Geographical thought in ancient civilization	Geographical thought in ancient civilization	Lecture	structural
7	2	Geographical thought among the Greeks	Geographical thought among the Greeks	Lecture	structural
8	2	Geographical thought in modern geographical schools	Geographical thought in modern geographical schools	Lecture	structural
9	2	Geographical thought in the German school	Geographical thought in the German school	Lecture	structural
10	2	Geographical	Geographical	Lecture	structural

		thought in the French school	thought in the French school		
11	2	Geographical thought in the school English and its pioneers	Geographical thought in the English school and its pioneers	laboratory	structural
12	2	Geographical thought in the contemporary Arab school	Geographical thought in the contemporary Arab school	Lecture	structural
13	2	Modern and contemporary geographical thought	Modern and contemporary geographical thought	Lecture	structural
14	2	Trends in modern and contemporary geographical thought	Trends in modern and contemporary geographical thought	field	structural
15	2		exam		

18.Infrastructure

Required textbooks .1	Methodology books... Geographical Thought and Research Methods by Dr. Saadi Muhammad Saadi-Saleh Al
(Main references (sources .2	Stages of development of geographical thought Dibs-by Dr. Mamdouh Shaaban Al
a) Recommended books and scientific journals,) references (.reports, etc	
b) Electronic references, ...websites	

1. The curriculum is developed according to the changes and developments that occur in society.

The curriculum is developed in accordance with the requirements that appear in .2
. curriculum development in the global system